Part C   Project Details

1. ## Goal and Objectives
   ### 1.1. Goals:
   - The five Catholic education core values (truth, justice, love, life and family) are quintessential, crucial and unique for all Catholic schools in Hong Kong. In fact, the core values are the pillars and guiding principles of the Catholic Diocese. Currently, our schools manifest these core values through religious studies independently. We believe the universal core values of truth, justice, love, life and family are essential not just as a subject but as values and attitudes for whole-person development and lifelong pursuit. Therefore, we encourage our schools to integrate the 5 core values into different KLAs and develop their school-based practice to nurture the core values in students 'life. This project will serve as our pilot project to provide support to our schools with value-based resources for English Language Education for nurturing core values.
   - The backgrounds of our intake pupils are becoming more diverse, and there is also a strong demand for strengthening English language learning and teaching in primary schools from different stakeholders, including parents. To address these challenges given limited class time, one solution is to integrate nurturing the core values with KS1 English reading and understanding.
   - We have reviewed different resources, and currently there is no suitable content that focuses on the five core values and addresses the English language learning targets and objectives for KS1. This project aims to develop school organisation-based age-appropriate learning and teaching resources to meet our needs for all Catholic schools, and to share with these resources any school that shares similar core values and pillars.

   ### 1.2. Objectives:
   - Nurture the five core values of Catholic education through values-based learning and teaching resources, including a curriculum framework that addresses the core values, language forms and communicative functions, language development strategies for KS1 (e.g. develop thinking skills and reference skills, reflection), stories, reading for understanding activities, teacher's guides, e-learning content, and assessment toolkit for our affiliated schools;
   - Develop English reading skills and understanding with various text types, KS1 grammar items and structures through values-based reading materials;
   - Provide online formative assessment and reflection tools to measure pupils' understanding and values;
   - Cater for learning diversity and offer upgrade tracks through self-directed e-learning; and
   - Foster teacher professional development in integrating reading, core values and formative assessment.

2. ## Curriculum Structure and Implementation Design

   ### 2.1. Design and Structure

   5 Core Values: 5 Themes (Modules)
   There will be five modules that align with the five core values.
   - Each module will have five levels of difficulty, from Beginner to Advanced, to cater for learner diversity.
   - Each level will have 12 continuous stories told through 12 lessons to bring out and reinforce each core value. Students will gain a progressive understanding of each core value.
   - For example, the **Love** module will start with 1) **Love Yourself**, and continue through 2) **Love Your Family**, 3) **Love Your Friends**, 4) **Love Your Community & Love Your Nature**, to 5) **Unconditional Love**.
   - Each level will increase the level of English difficulty as well as content difficulty (the depth of the core value).
   - There will be a total of 5 modules x 5 levels x 12 lessons = 300 lessons in total as a complete set.
   - Teachers can select the module(s) they want to teach or arrange home reading and learning.
   - The lessons will cover various text types, including stories, letters, diaries, cards, songs, poems, personal recounts, instructions, etc., and different subjects, e.g. English, religion, moral education and history.

Since we also want to develop pupils' reading and understanding skills, the lessons will be designed to align with the language forms, communicative functions and language development strategies[1].

Progressive Understanding of Each Core Value
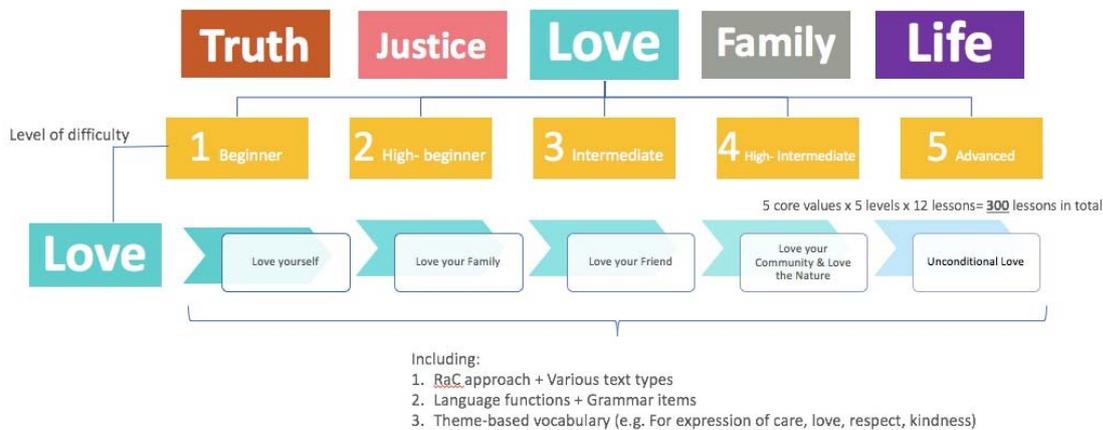
2.2. Implementation details in the light of Language Learning and Values Education

This project will choose / tailor carefully reading texts that:

a. Cover variety of text types, including but not limited to, stories, letters, cards, diaries, songs, poems, conversation, personal recounts, instructions and etc. It depends on the final decision of texts we choose after our co-planning.

b. Align with Key Stage 1 curriculum requirements on communicative functions / language items and vocabularies. For example: Express and respond to thanks, Make and respond to apologies, Express like and dislikes, talk about past events, and State opinions and etc. Please also see the sample in the appendix 1.

c. Details classroom activities will be designed through our co-planning meetings and each school will up different modules.

Reading skills to be focused under this project will be aligned to EDB's curriculum outline with suggested skills as well. They include:

- Understand the basic conventions of written English,
- Construct meaning from texts,
- Locate information and ideas, etc.

Since Reading for understanding is concerned for this project, our pedagogical approaches to nurture core values through English reading will be based on this approach:

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[1] suggested by the CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) 2017 and the CDC English Language Curriculum Guide (Primary 1-6) 2004.
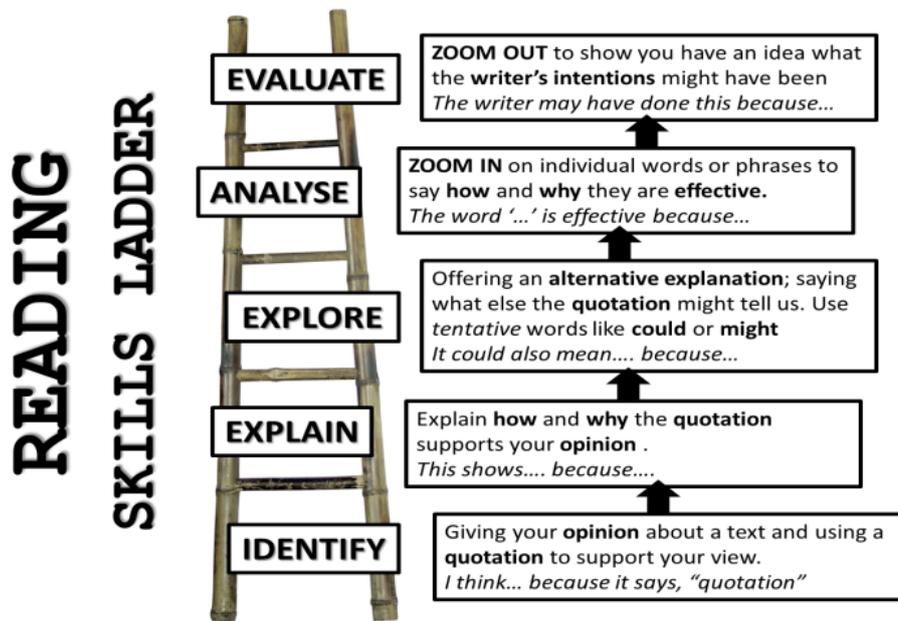
Taxonomy of skills to develop students' reading

Besides, we will also apply e-learning and assessment for learning and as well as learning as the pedagogies for both classroom learning and self-directed learning.

2.3. Catering for Learning Diversity and Multiple Means of Learning

- Five themes (= five core values) are provided. Each core value is connected, but all can be taught and learned independently. Teachers can choose the theme(s) they want to focus on for classroom teaching. Students can also choose the themes and topics they are most interested in for self-learning.
- Each core value provides five levels of difficulty for KS1, including newly arrived children from mainland China and ethnic minorities, to address diversity in language and content understanding.
- Each lesson adapts the RaC (reading across the curriculum) approach spanning from humanities to religion, and from ethics to science, covering various text types, to arouse students' interest.
- All lesson content is developed with a progressive understanding, considering that pupils have different maturity levels and personal experience.
- Multi-modal texts will be used to address different learning styles and preferences.
- To cater for pupils with different learning style, the content will be co-planned by our principals, school representatives and the content developer. Content will be developed in multimodal text form, to enrich the learning experience for a diverse group of learners and meet the need of our participating schools.
  - ➤ Touch and kinaesthetic support is provided to aid SEN pupils or kinaesthetic learners.
  - ➤ Visual aids and multimedia resources are provided to aid visual and auditory learners.
  - ➤ Diverse learning outcomes are embraced (through both online and offline learning tasks).

2.4. Progressive Understanding of the Core Values

- The five core values (Truth, Justice, Love, Family and Life) are special that each core value is unique and yet connected.
- There is no end goal to understand these core values; there are different levels of understanding. Progressive understanding is developed through scaffolding. For example, basic understanding of love is to know about loving yourself because this is human instinct. Then, it is to love your family, the closest people around the pupils. It goes on to love your friends as one understands more about love. 'Love your school and others' is built on the base foundation, before we explore about unconditional love, like how parents or teachers love us.
- Core values are best revealed through stories. Each level has 12 lessons which build up each core value understanding through scaffolding.
- Understanding is shown from basic factual questions (Beginner) to referencing from a paragraph (High Beginner / Intermediate), or from general description of a character (High Intermediate) to inferencing the character's motive (Advanced).
- This approach will also be used in evaluating pupils' understanding.

2.5. Suggested Implementation Strategies for Individual Schools

Each school's Principal and their coordinator will follow the agreed to do list, and choose one or more modes of implementation strategies suitable for their school's needs:

a. Integrate the project with English, religion, moral education or Personal, Social and Humanities KLAs.
b. Moring /Afternoon reading sessions
c. *Show and Tell* sessions
d. Self-learning for reading and whole-person development or extended home learning
e. After-school programme (e.g. Fly High) or pull-out learning sessions

In other words, our collaborated schools will review individually their curriculum and decide which models will be the best way to integrate the developed resources from this project. They can:

- integrate the resources into their school-based curriculum (General English teaching period to replace some of the textbooks units and Reading Workshops) and adopt the resources developed into the English classroom learning (allocation of classroom teaching period will be decided according to each school's condition);

- integrate into our morning reading sessions;
- integrate into our afternoon multiple intelligent / learning sessions (gifted or more capable learners will take a challenging level of the resources pack while less able groups will take an easy level under teachers' facilitation);
- assign as our take-home / self-directed reading homework / holiday reading homework;
- integrate to our schools' core values promotion weeks for promotion And
- other school-based implementation options according to school's practice and condition.

2.6. Learning Output: Show and Tell

We have **Show and Tell** time to develop pupils' confidence, presentation and engagement. Each pupil can choose a theme (based on the five core values) to have a 1-minute free talk to reflect[2] and share. Pupils care how their peers respond, and we guide our pupils to respect and show appreciation. (Reflection and Peer Feedback are listed 0.75 and 0.83 (out of 1) in Hattie's 2017 updated listed of factors influencing student understanding and achieve, where practice testing is only 0.54.)[3] Through *Show and Tell*, teachers can also observe and evaluate the impact on pupils' understanding and application.

2.7. Project Activities

This project will design and develop resources to support online and offline learning activities and tasks.
Online learning lessons come with values-based learning (online reading materials and exercises) and teaching (for classroom use) resources of the five themes. Participating schools can choose its own rollout mode. E.g. a school may rollout two themes in year 1, three themes in year 2 and five themes in year 3. The online exercises provide immediate feedback on reading skills analysis. They also serve as formative assessment to measure content understanding, reading skills improvement, and identify learning needs. Activities will also cover:

- Offline activities will be facilitated by our teachers during classrooms, pull-out sessions and / or co-curricular periods. Practical examples[4] and direction will include activities and tasks that can achieve:
- develop pupils' confidence in using English through performing tasks individually or in groups
- develop eagerness to learn and not worry about making mistakes
- develop sensitivity towards language use in the process of communication
- understand and appreciate the beauty of the language through stories, rhymes, lyrics, recounts, etc.
- show care and concern towards others through expressing good wishes, and use kind words
- distinguish between positive and negative values
- appreciate the use of English by others and offer help to others when appropriate
- identify values, attitudes and beliefs expressed in texts and spoken words
- respect for different perspectives and ideas from peers, open to dialogue in a spirit of freedom and care

2.8. e-Assessment Tasks[5]

e-Assessment tasks are powerful tools for catering learner diversity. They provide timely feedback and promote assessment for learning. e-Assessment tasks can be distributed, completed and marked automatically and administered electronically. The project provides five levels to match individual ability, and provide instant feedback and monitoring. The online platform also records and stores pupils' learning progress, skills analysis for individuals, classes, forms and schools.
At the same time, offline class time learning will also take place with teachers' facilitation. Teachers will make use of the following activities to help achieving our project goals:
- Observation (body language, interaction during group work, language they use and etc.)
- Use of effective questioning to check, confirm and challenge pupils' understanding
- Effective Feedback (timely and specific feedback to enable pupils to understanding their status and what's next for improvement)
- Self-reflection among pupils and provide them the Show and Tell time to express their understanding

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[2] www.evidencebasedteaching.org.au/hatties-2017-updated-list/
[3] https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf
[4] Selected from the Examples of Implementation in the English Language Education KLA, Appendix 9 of the document.
[5] https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf, P.88

2.9. Quantitative Assessment

Pupils are supported by an on-going process of online assessment which aims to enhance their English language progress and their understanding of the 5 core values.

Pre- and post- Reading Assessments and formative assessment

Pupils will conduct a pre-assessment to identify his or her suitable online learning level. Post-assessment will be conducted to compare progress. Each lesson serves as formative assessment which is different from traditional assessment method where there are only term tests and final exams. This way we can identify learning difficulties early with online formative assessment, and apply reading intervention where necessary.

Big data
Learning data will be collected for each lesson. Teachers can make use of the data to:
- Check for understanding
- Adjust pupils' level accordingly
- Spot struggling pupils with evidence to address their needs (SEN, reading disorders and dyslexia, etc.)
- Make suitable arrangement for future planning

2.10. Qualitative Assessment

Surveys will be conducted to gather pupils' learning experiences, to see the impact, and know their needs.

Teachers' Observation
During class, teachers will pay close observation to pupils' level of engagement with the e-readers and in-class activities. After each reading session, teachers will allow time for pupils to conduct self-reflection. With first-handed observation and data, teachers can assess the learning process for individuals and class.
Teachers will share good practices and challenges at regular progress meeting for participating schools. Meeting minutes with key sharing items, including suggestions, challenges will be documented.

2.11. Tools and Resources to Assess Students' Understanding of the Chosen Values

Assessing students' understanding of the chosen values is a very challenging, but essential part of this project. There will be 3 levels of assessment from our project plan:

Progression of understanding	Details
Understanding the reading text	Quantitative Approach: Applying Reading for Understanding framework to assess students' understanding of the reading text.
Aligning the chosen values	Quantitative Approach: Application of the chosen values in similar context or situation.
Core Values – Sustainability	Quantitative Approach and Qualitative Approach: Through surveys, teachers' observation and parents' observation.

2.12. Parents as the First Teacher for their Child

Researchers once said, the informal education that families provide for their children makes more of an impact on the child's total educational development than the formal educational system. We believe parents play a very important role to shape our students' values and their behaviours. Therefore, each of our participating schools will organise at least 2 parent workshops to share with our parents (our important partner and stakeholder) of:

Workshop 1
- Background of this project, Our Rationale, Our Belief and what will be done at school and to be done at home.
- Show parents how to use the Parent's Guide to support their kids at home for English language learning and understanding of the core values chosen. Parent's Guide will provide a timetable that parents can easily use to support their children's home reading. Resources will cover:

➢ Spare dedicated time and a suitable environment (equipment and quietness) to encourage and monitor students' self-directed reading homework and complete the learning tasks;

➢ Follow the Parent's Guide to ask students "What did you read?", "What did you find?" and "How do you feel?" and etc questions for different chosen reading resources and document some key points together with their children (through our online reflection function and paper-based checking sheet)

➢ Parent to put the "Star" sticker to their children's handbook (should be attached to the Parent's Guide). Our award scheme will be launched to recognised parent-student joint-force learning partnership.

Workshop 2
- Post programme sharing about the project implementation and achievements
- Sharing from invited students and parents for their experience in this project
- "Parents' Guide" to help parents learn about how to sustain the outcome for the future years

3. Needs Assessment

3.1 Nurturing the Five Core Values of Catholic Education

KS1 is an important period to nurture in pupil positive values and attitudes. Nowadays, challenges from overwhelming news and information covey promptly with conflicting values. For its importance, we believe merely rely on Religion Studies may not well-taken care of to meet our need. Furthermore, the school's textbooks or curriculum tends to include this part but not placing enough focus and explicitly turn it into practice activities and or tasks to classroom learning.
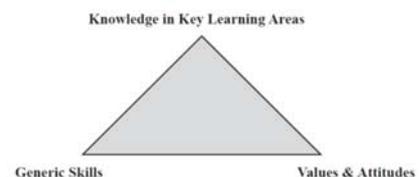
We cannot stop the outside world, but we can strengthen the core values and uphold the Catholic organisation guiding principles. A systematic and holistic approach to infuse the core values and attitudes into our KLAs are as important nurturing the skills and knowledge for the KLAs. It is our strategy to encourage our schools to incorporate our 5 core values into different KLAs' curriculum and school-based practice. This project taking KLA, English Language Education as a pilot project to develop and introduce value-based resources to support our schools' in nurture core values through English Language learning.

EDB has suggested schools to connect values education with different KLAs. Promotion of whole-person development through nurturing in pupils positive values and attitudes has become one of the learning objectives of different KLAs and vales education domains across subjects[6]. This project seeks to strengthen our values education through the use of a wide array of learning and teaching resources which provide contexts for pupils to think, explore and to develop their response to a variety of value-laden issues and hence their actions in real life.

3.2 Develop English Reading Skills and Cater for Learning Diversity at Key Stage 1 (KS1)

Taking English Language KLA as an example, there are 2 key components, namely General English Programme (G.E) and Reading Workshops, are included in the primary English Language curriculum. For G.E, normally schools will focus on the learning and teaching of English knowledge and skills and their integrative use. For Reading Workshops, focus will be on development of reading skills and strategies and build on the reading materials to develop pupils' listening, speaking and writing skills as well as positive values and attitudes.

Text Types (KS1)	Values & Attitudes	Resources and Activities

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[6] Four Key Tasks – Achieving Learning to Learn. 3A Moral and Civic Education, The Basic Education Curriculum Guide – To Sustain Deepen and Focus on Learning to Learn (Primary 1 – 6), 2014.

Short Stories Poems, Lyrics Plays, Songs, Videos	Contents that deal with universal issues such as family, friendship, love, justice and life, etc.	Provide reading resources with multimedia support, extended discussion, reflection, Show and Tell tasks that enable pupils to develop positive values, perspectives, to make thoughtful judgements.

We also observe that the English proficiency among pupils in the same class usually fall in a very wide range. Junior grades are most severely hit by this situation while new pupils usually come from different family backgrounds. This is the result of not properly identifying and addressing the problem of learner diversity early at KS1. Unlike subjects like Science that rely heavily on concept-understanding, English Language learning is about proper immersion and scaffolding at an early stage in life. In such regard, a better learning and assessment strategy is needed in order to spot and solve the problem with a more effective manner.

When we talk about the understanding of core values, it is even harder for us to effectively confirm if they has acquired the values with basic understanding. Therefore, a possible pull-out learning path or after school co-curricular learning sessions top focus on reading and core values will be a wonderful alternative for us to address the needs and situation, step by step.

With such, we believe a close monitoring system and individualised learning platform are needed to address learner diversity at such a young age[7] and also support our teachers' teaching and assessment so that we can adjust the pace and strategy in a timely manner.

3.3 Developing teachers' capacity in integrating reading, core values and formative assessment

Our organisation would like to develop tools that can provide handle and support to our schools to diversify their assessment modes and strategies for both language and core values and attitudes:

- e-assessment data on pupils' understanding and using assessment as learning strategy
- performance(tasks attached to the learning modules)
- Projects (e.g. confidence in using English, keenness to participate in activities, respect for others, an awareness of the potential influence of language use on others' feelings)

With such, we also propose under this project to work out a framework to provide guidance to our schools and a e-platform to support assessment as and for learning and as learning through the use of big data and timely data collected through e-tools

4. Applicant's Capability

4.1 Our Vision

Along with its apostolic work, one of the prime concerns of Catholic Diocese of Hong Kong is the well-being of the community as a whole. The diocese strives to uphold the idea of universal right to an Education—young people have the rights to be encouraged and motivated to appraise moral virtues, to embrace knowledge, and to develop a deeper understanding and love of God.

Young minds are the cornerstone to a better community in the future. With this note, the diocese has the mission to pass on the core values of Truth, Justice, Love, Life, and Family to young people to properly prepare them for their lives and future responsibilities. To the diocese, schools are more than educational instruments that provide intellectual faculties; they are the platform to foster their whole-person development and nurturing of the innate sense of values of young minds.

4.2 Experience on handling educational project/ programmes

The Catholic Diocese of Hong Kong has been running education institutions in Hong Kong for over 170 years, with 252 Catholic schools and kindergartens catering to about 150,000 pupils. Our organisation has experience in developing resources to support our primary schools in nurturing core values through curriculum development and publication of books (宗教倫理科《星光系列 - 踏上星光途》課本) to support Religion Studies and Ethics for our affiliated schools. It covers Primary 1 to Primary 6, Pupil Book, Teacher Book, Worksheet, Songs and Video. Meanwhile, we also regularly organised professional development workshops for our schools targeting at different aspects and positions. Through professional development and networking, we are building and continuing our seeds at schools to pass on our Catholic core values through education. Experience sharing among our schools to share good practice will be regularly organised.

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[7] Catering for Learner Diversity in the Primary English Classroom at KS1. EDB.
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/professional-development-programmes/Pri_Catering%20for%20diversity%20at%20KS1_20180209.pdf

Our project team consist of 5 principals and their team of teachers to design, develop and execute the projects. They are passionate, experienced and dedicated educators to make change for our kids.

## 5. **Target and Expected Number of Beneficiaries**

This project targets at P1-3 pupils of 10 pilot Catholic schools for the 1st year and extend to 15 schools in 2nd year. The developed resources will be shared among all English teachers for teaching different grades through different implementation strategies. We will also organize a seminar to share our project experience and good practice to other primary schools of the Hong Kong Catholic. Estimated beneficiaries will cover:

	Project Period	Schools	Pupils	Parents	Teachers	Total
Direct beneficiaries	Stage I (1st Yr)	10	3,600	3,600	100	7,300
	Stage II (2nd Yr)	15	5,400	5,400	150	10,950
Indirect beneficiaries	Stage I (1st Yr)	30	---	---	200	200
	Stage II (2nd Yr)	30			200	200
			9,000	9,000	650	18,650

6. **Conceptual Framework**

6.1 **Integration of core values and attitude with English Language KLA**

Collins (1980)[8] concludes that English comprehension education should emphasis on process instead of the end products; stressing on how pupils construct their interpretation instead of just memorising or knowing the final interpretation itself. Our schools believe in our vision committing to 'Educating Today and Tomorrow: A Renewing Passion'. Contemporary culture is affected by a widespread "educational emergency". Our task is to respect for individual dignity and uniqueness (hence the rejection of mass education and teaching, which make human beings easier to manipulate by reducing them to a number) and provide a wealth of opportunities that are offered to young people for them to grow and develop their abilities, with a balanced focus on cognitive, affective, social, professional, ethical and spiritual development.


English Language Education Curriculum Framework
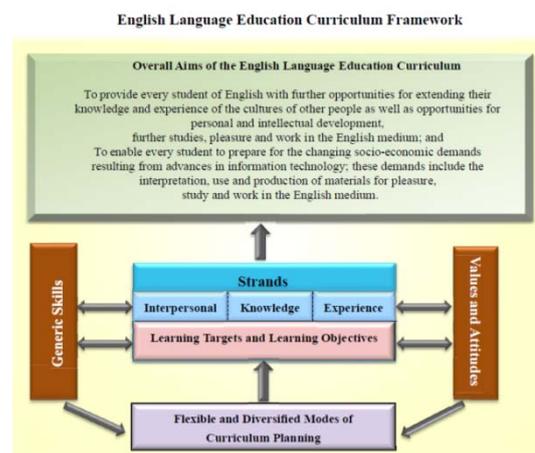
Source: English Language Education – Key Learning Area Curriculum Guide (Primary 1 to Secondary 6), by EDB 2017

This approach aligns with a variety of learning experiences in the KLAs, moral and civic education, life-wide learning, which can further strengthen values education.

- deepening pupils' understanding of positive values and attitudes (cognitive);
- nurturing their empathy and positive attitudes towards life (affective); and
- promoting learning-by-doing in authentic situations (behavioural).

Source: Four Key Tasks – Achieving Learning to Learn, Chapter 3A Moral and Civic Education, The Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 -6) 2014
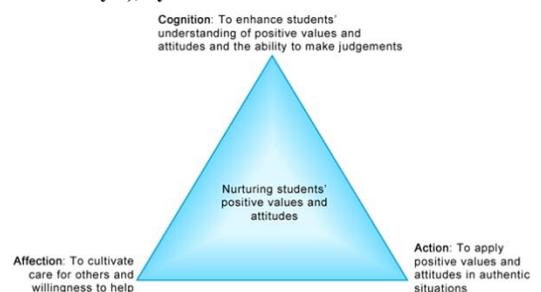
English Language is one of the core KLAs that can foster well for nurturing values and attitudes. It is also a key subject to meet academic needs. We will focus on the understanding part for our KS1 pupils and provide them with more classroom activities and tasks to build a more solid foundation for their understanding and affection towards issues where our core values can be exemplified. Pupils will also learn from their peers during Show and Tell.

6.2 **Assessments include assessment for learning (formative assessment) and assessment as learning (through**

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[8] Collins, Allan. (1930), *Teaching the process of reading comprehension*. Massachusetts: University of Illinois at Urbana-Champaign.

reflection and peer sharing)

Current practises usually focus more on accessing pupils' language skills through the summative assessment—Assessment of Learning. However, values and attitudes are relatively difficult to measure since they involve personal understanding and integration of believes, and their corresponding application in everyday life.

EDB recommends incorporation of assessment for learning and assessment as learning at classroom. Assessment for learning and assessment as learning (through reflection) benefit this project because they focus "on the ongoing evaluation of pupils' performance and abilities"[9]. It is an informal and on-going process. Teachers will be trained and given an implement guide as well as be reminded at review meetings, to encourage regular use to diagnose pupils' strengths and learning problems. Hence, teachers can provide quick guidance for pupils and review their teaching strategies accordingly.

Formative assessment: Dimensions of effective teaching by improving instruction, creating peer feedback culture (pupils can explain to each other, e.g. the ones who got the question right can explain to the ones who got it wrong), and using data to guide instruction and professional development fostering capacity building among teachers.

Furthermore formative assessment analysis tool is based on the belief that having timely, nuanced, user-friendly data about pupils' reading and thinking skills is necessary, but not sufficient, to achieve those goals: It's not the data itself, but what teachers actually do with it, that makes a difference for pupils' learning. Therefore, teacher training will need to be provided by this project.

John Hattie's 2017 updated list of factors influencing pupil achievement shows Peer Feedback, Evaluation and reflection and Feedback by teachers constitute important parts in making difference for achievement[10]. In this project, pupils' learning data can be generated timely; instructional planning can be informed by evidence of their learning and understanding as well as misconceptions. We will carefully design questions that can check on students' understanding and reflection. Teachers can also improve their teaching based on pupils' understanding through formative assessment which will be shown in their skills analysis. Last, not least, more peer to peer sharing and individual feedback will also be incorporated into our project design.
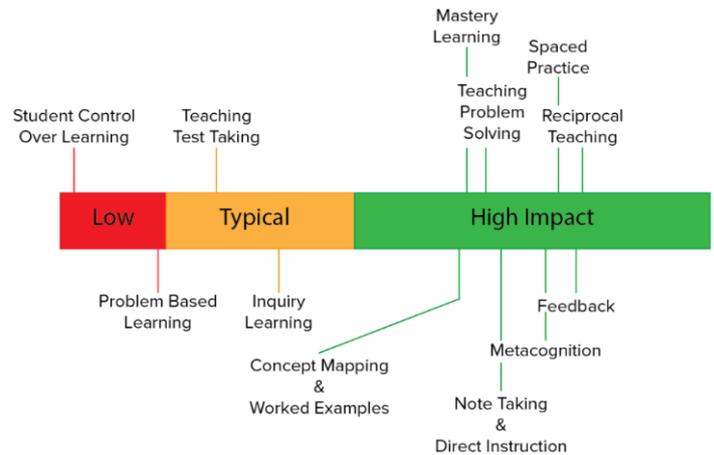
6.3 Teaching for Understanding of the Core Values

Teaching for Understanding is a pedagogical theory developed by Project Zero, Harvard Graduate School of Education. "Understanding is a matter of being able to do explaining, finding evidence and examples, applying and representing the topic in a new way" (Perkins & Blythe, 1994 P.5). Therefore, "understanding is not just having knowledge (i.e. information), it is the ability to think and act flexibly" (Perkins, 1998, P.40) with what pupils know.

There is no 'complete' understanding of these core values. Our aim to provide understanding goals for each level, each lesson is told through a story with a moral that pupils can relate to. In the process of scaffolding, each level is connected to its previous level(s).

Many research studies have shown and we believe that children have to construct their understanding by experiences given and impacted by the world which align with the Catholic education. Catholic education[11] believes strongly that schools need to provide a wealth of opportunities and guiding examples to young people to grow and develop, with a balanced focus on cognitive, affective, social, ethical and spiritual aspects.

6.4 E-learning and e-assessment

E-learning provides an effective way to cater for learner diversity, deliver immediate feedback, and provide reading skills analysis, formative assessment and reports. E-learning can easily adjust the level of difficulties so that pupils can learn at their own comfort and requirement. More forms of content presentation such a video, audio, visual supports and etc. make learning more visible, hearable, touchable and imaginable. Learning will jump from a paper

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[9] https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf p.82

[10] http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/

[11] www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html

to live. With e-learning, contents can be updated or amended easily. Nuance and up-to-date contents are more relatable to pupils, thus sparkling their interests to learn and read.

It is also generally agreed that e-assessment should be adopted more widely[12] for its convenient and efficient in many aspects. For instance, it speeds up transfer of assessment data back to the teaching and learning cycle[13]. The process of collating assessments for marking and the marking quality can be enhanced, reducing teachers' workload and easily facilitating feedback in pupils' learning and teaching. In a holistic view of learning, e-assessment contributes a turn-key to provide teachers efficient and accurate information timely that can make the overall teaching and learning cycle more effective. Teachers can make use of the big data collected to decide what skills, what perceptions and what sorts of weakness are identify so that they can make alternation for the teaching cycle. Meanwhile, quality feedback will also be possibly happened when the performance data are collected timely.

For pupils' self-directed learning, they can benefit from e-assessment by receiving timely and quality feedback from the data. Self-directed learning also provides a degree of flexibility, where pupils can learn at their own pace, time, level of difficulty and topic. They receive instant feedback and answers for reflection, instead of waiting for days.

7   Innovation

The following four areas are new ideas and practices to our schools:

7.1   Pedagogical support: From Language Learning to Values and Attitudes Learning and Assessment
Our project team and consultant will work collaboratively to identify themes or topics that are aligned to our English curriculum across all participating schools and develop vales-based content to support this project. Professor Thomas Ma will assist us on laying down the values into our teaching instruction s that students can gain from each learning activates. Assessment tools including toolkits and resources in assessing pupils' understanding of the values will be developed to support this project. We will not only measure pupils' language learning and progress but also their generic skills and values learnt. This will be a breakthrough to our schools.

7.2   Implementation modes
This project will provide schools with practical possibility to integrate the resources developed into school-based curriculum under English Language KLA, Pull-out afternoon learning sessions, Moral Education, Religion Study and extended home learning with more learner centred contents and support. This is helping our schools to promote our values education in diversified means and practices.

7.3   Use of Education Technology
This project will ride on HTML5 to develop the platform and provide tools to support different schools' devices at classroom and at home. It provides the greatest flexibility for implementation and access which are different from most of the current platforms our schools subscribe to. With assistant of our advisor Professor Morris Jong, our teachers will learn more of the possible use of education technology in our teaching and learning.

7.4   Assessment as learning with support from electronic tool
This project deploys e-assessment platform that fosters assessment for learning and as learning into our values-based learning content. Through it, we can collect students' performance data instantly (including their reading, understanding of core values). Reflection data will also be collected through careful and well-designed question design supported by a classroom atmosphere grounded in trust. It will invite students to reveal their insights, understandings, and applications of their learnings.

8   Implementation Plan
8.1 Duration: December 2019- August 2021
Process/ Schedule

Stage / Timeline	Objectives	Implementation Activities
Preparation	• Set up task force	• Build the framework of the curriculum and integration

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[12] https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE4_report_ENG.pdf p.35

[13] https://www.edb.gov.hk/attachment/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/SupportScheme/20170323/SJASS.pdf p.2

October – November (before approval) – Nov 2019 (schools will prepare and define the details before approval)	• Align all stakeholders' expectation and support • Define project details clearly for easy project management	• Confirm meeting schedules and allocation of work • Allocate role and responsibility • Draft platform and related tools' specification After QEF Approval: • Confirm project timeline, expectation and implementation • Tendering and platform specification • Hire consultant and Project Coordinator • Collect baseline for assessment • Formulate each's school project team • Setup meeting for Core Team and Project Committee • Develop teaching and learning package • Design evaluation measures • Conduct inter-school teacher briefing, school conducts school-based Parent Seminar to gain parent support
1st Stage (Dec 2019 – May 2020)		
Development Stage	• Confirm each's school implementation plan • Develop teaching and learning packages, platform and toolkit • Gather feedback and internal support • Assist each school to make the plan work in their school-based environment.	• Conduct Teacher Training through 2 to 3 cluster schools regions on resources developed, platform and suggested practice of assessment and e-learning • Conduct pre-test for each participating schools • Co-plan and develop the resources (curriculum framework, learning and teaching resources, assessment toolkit and platform). Each school will be responsible to 1 theme (core value) for 5 levels. • Core Project Team will review the overall design and content's consistence and appropriateness of difficulties • Trail-run the resources at participation schools to collect feedback through school-visits (by project team) and bi-monthly meetings and lesson observation (by school's Principal or Co-ordinator or Curriculum leaders).
Review and Enhancement Jun – Aug 2020	• Interim review and enhancement for improvement • Provide collaborative supports to build a professional network	• Post-assessment and Survey • Collect all the data from the platform and schools • Review and enhance the platform, resources, assessment toolkit and practices • Share the project design, Professional Development Network • Existing project school will attach to 1 new school to support. • Define enhancement and prepare for 2nd year
2nd Stage (Sep 2020 – Aug 2021)		
Enhancement & Implementation **Sep 2019 – May 2020**	• Ongoing enhancement with improvement in resources and school's practice • Assist new schools to roll-out the program	• Training to new schools and teachers. • Implement the platform, resources, assessment contents to all participating schools for 2nd year • Pre- and Post-assessment + Parent Workshop • On-going bi-monthly meetings to review and enhance the practice and resources developed with service provider
Evaluation & Dissemination May – August 2021	• Evaluate all deliverables and implementation models • Disseminate to educators under our organisation and in the regions	• Program evaluation - data analysis (Pre- and Post- assessments from 2 years, platform usage, survey result, reflection materials, lesson observation reports) and Report Writing • Joint-school dissemination to different stakeholders • Conduct case study to collect feedback and prepare for sharing to more schools in the region. • Refine the project and ready to introduce it to other primary school of the Hong Kong Catholic Diocese

9 Extent of Teachers' & Principals' Involvement in the Project

Role	Member

Supervisor	•
Project Leader	• Serves as a Project Leader to lead the project team to meet the project goals, timeline and all deliverables; liaise wit QEF, external stake-holders and or sponsoring organization.
Core Project Team Leader	
	The Core Team will regularly meet and monitor the project development, timeline, resources and review schools' implementation situation, assist participating schools to work out solutions to overcome difficulties, communicate with advisors and lead the professional development network
Project Coordinator	
School's Project Coordinators	Each school will assign 1 school-coordinator to interface the Project Team and school's English teachers. They can be Vice-Principal / English Panel Chair / PSMCD / Coordinator of KLAs / Gifted Education. They will serve as the Leader of the school and committee member of the Project Team
15 Participating schools (see Appendix for details)	
School English Teachers	Each school will form a team to plan, adapt, adopt and implement the resources into a sustainable school-based practice and channel the feedback and advice to the Project Team.
Project Technician	Each school will assign 1 Technician to support the project (for equipment and network)
Project Advisors	**Values Education (Provide advice on the direction of content, instruction and design)** **Leveraging Digital Technologies in Learning and Teaching (provide advice on the direction and strategy of using e-learning and e-tools for the pedagogies involved)**

10 Expected Deliverables

	Deliverables	Details / Features
1	Curriculum framework online and offline learning and teaching resources	Values-based learning and tteaching resources in multiple means of presentation and courseware templates - A wealth of multimedia components will be put together under a structure and tie in with the English curriculum to improve classroom / lesson instructions to motivate learning and promote understanding of our 5 core values. • 5 sets (5 core values) teaching and learning resources • 300 lessons in total (5 sets x 5 levels x 12 lessons per level)
2	• Online platform (login, contents, content updating) • Online formative assessment and reflection tools and reports (skills analysis, usage reports, class and form reports)	Features include database, administration interface, security individualized access to assessments and courseware matching, electronic answer checking and score reporting system. Through the system, students can learn and follow the system to complete some learning tasks posted online and the platform will collect data (A as Learning) teachers can easily identify pupils' ability early and be able to provide a timely response by matching pupils with the readers or courseware appropriate to them, and adjusting their strategies to develop pupils' performance on an on-going basis.

3	• Teacher professional development and training kit • Implementation guide • Assessment toolkit • Best practice sharing / Professional Development Network	Teachers' confidence and ability to facilitate is the key for the success of this project and the sustaining development of the curriculum. Teacher training workshops will be held to equip teachers with related background, conceptual frameworks and skills in applying values-based content to promote our 5 core values and English reading skills. Activities will include: • Co-planning meetings, design and implementation experience • Teaching training workshop (x4 workshops/school) • Professional Development Network: Sharing seminars (x2) and meetings
4	• Parent Workshops	Each school will organise 2 parent workshops to inform parents our design and expectation. 30 workshops will be organised in total.
5	• Post-project report • Website, booklet, parents' guide, seminars	• Report to document our project vision, goals, implementation strategies, individual school's implementation strategies, experience learnt, outcome achieved and best practice. • Those elements will be presented through our project report, website, booklet to be published and seminars. • Parents' Guide will be developed and present to parent to keep trace of home-learning and reflection of students' understanding of the chosen core values.

Expected Project Outcomes

Student	1. ***Pupils' five core values, reading and understanding skills are strengthened*** Core values and attitudes are immersed in the reading content and follow up learning tasks will also provide opportunity for pupils to *grow and to understand our core values.* 2. ***Pupils' improved reading and understanding skills + Address learning diversity*** Pupils are more motivated in learning English and understanding the 5 core values - A fun learning environment encourages pupils' participation. Graded resources and exercises in different tracks with suitable challenges that would help them connect knowledge they knew and extend their learning in area not known to them, and enable them to progress forward. They are also encouraged to ponder upon the 5 core values and how do they honour these values in their everyday lives through classroom activities and Show & Tell. This ultimately cultivates our pupils' lifelong self-learning interest and habit, and shapes them into better versions of themselves.
Teacher	1. Teachers' skills in using values-based content to nurture key core values are developed • Teachers at different participation level have learnt through teacher workshop, design and implementation process on using values-based English content at classroom or at co-curricular learning sessions. • Different schools' models will also be shared among all schools as part of the Professional Network. Through it, teachers' capacity and horizon on realizing our core values into student's learning will be more practical, diversified and sharpened. 2. Improved teachers' capacity in using formative assessment to enhance learning and teaching • Our professional knowledge as we practically employ and apply the new e-learning and e-assessment into our curriculum planning and development. Innovative strategies employing ICT, AoL and AsL will also be brought into classroom practice. • By sharing experience and ideas exchange among teachers, we would also see the establishment of a closer teacher's collaboration.
School	• Schools have more options to promote our 5 core values systematically and progressively • Schools are better supported through integration of values-based English learning contents and reading resources • Schools' practice and strategies in addressing learning diversity, assessment models and e-e-learning are diversified
Parent	• Parents are more aware of the importance of our 5 core values. • Parents are more supportive to our students' home learning under this project. • Parents are more active in nurturing students' values and beliefs (as suggested in our Parents' Guide and also worksheets provided)

We confirmed that procurement of goods and services will be conducted through a proper tendering procedure on an open, fair and competitive basis with measures taken to avoid conflict of interests in procurement process.

We confirmed that we will abide the related copyright laws for this project. The intellectual property rights of the deliverables/materials fully funded and developed under this project funding will be vested with the QEF.

4. **Budget Overview**

Expenditure Items	Budget	Justification/Details
Staff Cost: $730,800		
Hiring a language consultant (directly or through agent) to assist us in developing the learning content 1stYr: ($40,000+$1,500) x 12 months = $498,000 2nd Yr: ($40,000 x 0.5 + $1,000MPF) x 8 months = $168,000 Note: $1,500 of MPF is applied for 1st year 5% of MPF is applied for 2nd year	$666,000	A language expert to participate with our project team and schools' English teachers toc o-plan the content and develop the content supporting our teaching and learning resources for the 1st year; 2nd year we will only need 0.2 headcount for content amendment, enhancement and necessary localization support. Qualification: Over 8 years of curriculum design and content development experience in English publishing; Degree holder with relevant language background or teaching background.
Project coordinator (half headcount supported by our leading school) =$15,000/2 x 22 months $165,000 to be contributed by our schools	Contributed by our school	Our leading school will contribute 0.5 headcount of an Education Assistant to co-ordinate this project and assist our English Team to liaise with different participating schools and stakeholders. Please refer to the Appendix for the qualification.
Part-time helper Survey: 15 schools x 8 hours x $60 = $7,200 Paper work and project follow up items: $480/man-day x 60 man-day / year x 2 years = $57,600	$64,800	Assist our project team to support on documentation, upload teaching and learning resources to different apps, extract data for analysis, input or extract survey data for analysis. Qualification: University pupil
Services: $1,145,000		
15 months of Cloud / Hosting + backup Services Support 10 schools in 1st Yr and at least 15 schools for 2nd Yr $8,000 x 15months	$120,000	We consider Cloud services to enjoy profession support throughout the whole period without interruption and high-speed access; Cost will transfer to be shared by schools or individual parents if needed subject to school's individual decision.
IT company for developing and customization of 1) e-learning platform and 2) 300 interactive lesson programming (video editing, recording, question types setting and etc.)	$450,000	The e-learning platform has to be one-off cost, user-friendly and support huge con-current access; support multiple types of devices and browsers; can cater our schools' need and be flexibility to host our 5 learning and teaching packages. *services will include development of database, security control, reporting system, website site, system design, multiple access from different devices; navigation, database and interface design.
	$200,000	
e-Assessment platform (one-off licenses) Tailoring of auto-report (to be developed) Assessment toolkit (to be developed)	$250,000	The e-Assessment platform has to be user-friendly, preferable in HTML5 so schools' PC or mobile devices can be used, and support huge con-current access; support different browsers; can support our assessment of pupils' sub-skill's learning and progress, auto-report can be sent, real-time report on select skills can be downloaded, assessment of core values can be collected.
-Expert on assessment x$1,000/hr x 15 hours/theme x 5 themes	$75,000	
Teacher Training Workshops (Preparation and conduction) $1200/hour x 30 hrs	$36,000	Qualification: 1 or 2 educators to support depending on their background; over 5 years of training experience on e-learning and assessment.

Copyright fee (Videos, images, audio) and third parties application subscription fees	$10,000	Actual amount should be less than this but giving a buffering budget will ensure we can support more schools. Un-used budget will be returned to QEF.
General Expenses: $43,000		
Project Auditing	$15,000	Support the 2 year accountant fee and auditing fee
Printing: Project Booklet, Poster	$20,000	~2,000 copies of project booklet and 200 posters
Miscellaneous: Flash memory drives, traveling for coordinator and seminars' decoration	$8,000	Support miscellaneous expenses of the project,
Contingency: $10,000	$20,000	Buffering budget for any changes of service fee or unpredicted items
	Total: 1,924,800	

Evaluation Parameters and Methods

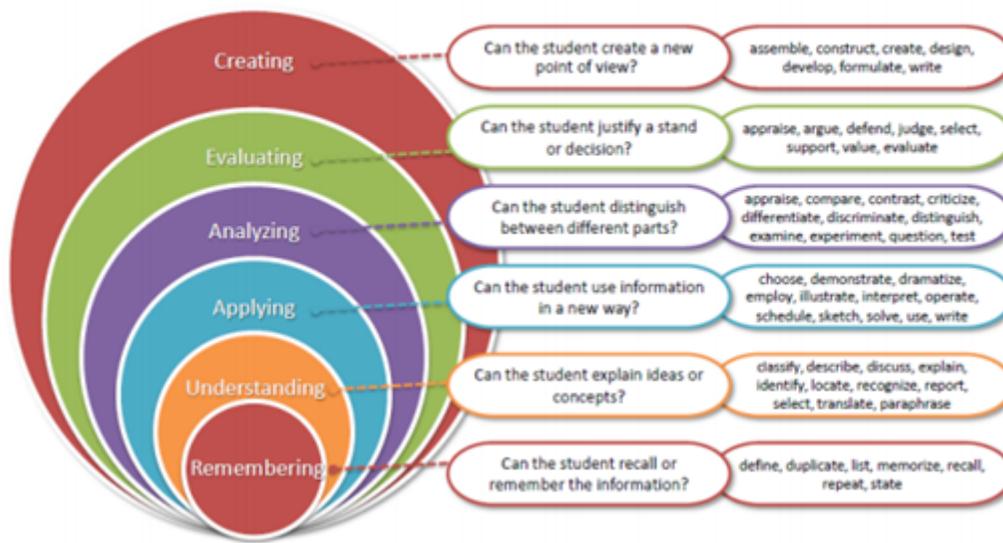| Project Objectives	Deliverables	Performance Indicators and Methods
1. Nurture the five core values of Catholic education through values-based learning and teaching resources	Curriculum framework, online and offline learning and teaching resources, e-learning platform, online formative assessment platform, teaching training kit, teacher training, assessment toolkit, website, parents' guide, seminars	• Teachers' observation and feedback – 60% or more teachers find the project effective to nurture core values and should continue. • Pupil surveys, parent surveys – 60% or more parents find the project good or essential for their children to nurture good values. • Self-assessment (see sample designed for P1 on Truth – we design an even number to make sure pupils cannot choose the middle) – 50% or more pupils believe they understand the core values (3/4 or 4/4) • Pupil reflections – 60% or more pupils believe they are better aligned and hold stronger values than before. • Show and Tell, Assessment Toolkit (Bloom's taxonomy Revised) (see below) – teachers perceive 50% or more pupils' have basic understanding or above (Level 2 or above).
2. Develop English reading skills and understanding through values-based reading materials		• Pre- and post- reading assessments – 60+% pupils score better in post-reading assessment than pre-assessment • We will conduct online assessment for each theme to collect students' progressive understanding of the reading text and the instilled core values. • We will provide paper-based classroom activities to confirm that students can apply the chosen values to the other similar contexts to show their consistence in understanding. • Teachers' observation from each term and for each chosen value to confirm that students agree and can apply their understanding to inform students' decision and judgement in authentic situation at the classroom and in real life. • Parent surveys to confirm that students show better understanding of the chosen values from situation taken place at home. • Formative assessment (factual, inference, reference, passage understanding) – observes for consistencies in language skills development and content understanding and allows teachers for intervention if necessary.

3. Provide online formative assessment and reflection tools to measure pupils' understanding and values	• Online platform (login, contents, content updating) • Online formative assessment and reflection tools • Skills analysis, usage reports, class and form reports	• Online platform usage by pupils and teachers – observes for on-schedule delivery and usage: 70% usage of all the lessons in Stage 1 and 100% usage of all the lessons by end of Stage 2. • Pre- and Post- assessments - We are expecting students to show positive co-relation of improvement between usage and usage time for self-directed learning lessons; 60% of active participating students show improvement in English reading from pre- assessment to post-assessment. • Report reviews, intervention – 100% all coordinators and principals review their skills analysis, usage and form reports; intervention should be school-based determined by teachers.
4. Cater for learning diversity and offer upgrade tracks through self-directed e-learning	• Five themes(Core values), five levels of difficulty for KS1 • Tiered classroom activities • Teacher training on differentiation instructions	• Lower (Beginner level) • Middle (High beginner, Intermediate, High intermediate levels) • Higher (Advanced level) – observes usage for each level and compare which level is mostly used, which level is least used. Fine tune the contents in Stage 2 if necessary, observe usage in Stage 2, fine tune again.
5. Foster teacher professional development in integrating reading, core values and formative assessment	• Teacher professional development and training kit • Implementation guide • Assessment toolkit • Best practice sharing • Post-project report • Website, booklet, parents' guide, seminars	• Deliverable items (on the left) – evaluates each deliverable is delivered on time, according to its objective and document it. • Teachers' feedback and surveys – 70+% teachers find the training effective, all coordinators share their experiences or best practice. • Post-Project report – observes for teachers' feedback on integrating reading, core values and formative assessment, 50+% of schools score 3/4 on development. • Pupils' reading progress – observes pupils' formative assessment and compares pre- and post- assessment results, 60+% of all participating schools show progress.

SELF-ASSESSMENT

What is truth?

4 — I understand it and can explain it to my classmates.

3 — I understand the truth from the story and like truth.

2 — I think I get it, but I'm still not sure what is truth.

1 — I don't get it. I need help.

Bloom's Taxonomy (Revised)

Level	Question	Verbs
Creating	Can the student create a new point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

❖ **Charts show the levels of review for the understanding of core value (e.g. Truth) and reading for understanding**

5.   Sustainability of the Outcomes of the Project

5.1 Sustainable Learning and Teaching
The 5 core values of Truth, Justice, Love, Life, and Family will integrate and become a big part of them. We will continue to roll out the curriculum in subsequent years in targeted schools, with potential to extend to upper forms also. The reading curriculum, courseware and resource bank are ready for long-term use. All these deliverables can be reused without extra funding in the future.

On-going enhancement will continue after receiving feedback and recommendations from all stakeholders. The same design concept based on this project could be applied to develop modules that focus on language skills other than reading. The implementation strategies and professional techniques could also be reproduced.

5.2 Teachers' Role: Professional Development Network
Teachers involve heavily at every stage of the project and will gain first-hand knowledge on the concept and personal experience throughout the whole process from development, implementation to the evaluation. Experiences and skills that this project brings about will be shared, documented and carried forward to enhance teaching and learning quality in the following years and would be invaluable for future school-based projects. Based on the experience, knowledge, and skills acquired and curriculum framework and lesson templates developed from this project, our teachers will continue to expand and develop more valued-based lessons to enrich our learning and teaching and prepare our pupils for future challenges.

Last, we will build a Professional Development Network so that more new schools can participate and apply our model to their schools in promoting values education through English KLAs and leverage the benefits of Education Technology and Assessment as Learning and for Learning at their school's teaching and learning.

5.3 How to benefit the education sector as a whole
i.   We will conduct Professional Sharing Seminar, open for all schools to participate. Through those sharing, we will provide the educator sector a new practice for how values-based content can be taught and integrated into English KLA and how it can generate better result.
ii.   We will publish the Project Booklet to share our project goals, how we design the content and how they are turned into different school's practices. Since we have 15 schools, we will generate different approaches that the other schools can reference to in the future for promoting values educations.
iii. Our project design and curriculum framework will be published and shared to the whole education sector so the other KLAs can also reference to it to develop another ways to incorporate values education into various KLAs.

6.   Dissemination/ Promotion of Project Outcomes
6.1 Publication of Project Booklet (July / August 2021)
A total of 2,000 hard copies of our project booklet (with selective resources and sample activities) will be distributed to all primary schools in Hong Kong

6.2 Seminars (1st Stage Jun – Aug 2020, 2nd Stage May – Aug 2021)
We also plan to invite all primary schools in Hong Kong to a sharing session to showcase the project outcome and results, and share the experience that we come across during implementation. Parent seminars will also be held to encourage their support and guidance to their children so as to provide a continuous momentum for their children learning.

6.3 Parent Workshops (1st Stage – Dec 2019, 2nd Stage Aug/Sept 2020, Jun 2021)
Each participating school will organise 2 parent workshops to inform our stakeholder our design and expectation of the project. Post-program sharing seminar will organised to share and celebrate the result.

6.4 Website (Create on Dec 2019, 1st final update on Jun to Aug 2020 for 1st Stage activities and deliverables; 2nd final update on May to August 2021 for final project result and sharing)
Videotape that filmed the seminars, teachers' and pupils' sharing of their experiences and feedbacks, sample of lesson design, case studies, interviews, and project effectiveness will also be posted to the school's website to share to fellow educators in Hong Kong.

Where it is appropriate, we welcome QEF's invitation for any project dissimilation activities.

Report Submission Schedule

My organization commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	**Report due day**	**Type of Report and covering period**	**Report due day**
Progress Report 01/12/2019 - 31/05/2020	30/06/2020	Interim Financial Report 01/12/2019 - 31/05/2020	30/06/2020
Progress Report 01/06/2020 - 30/11/2020	31/12/2020	Interim Financial Report 01/06/2020 - 30/11/2020	31/12/2020
Progress Report 01/12/2020 - 31/05/2021	30/06/2021	Interim Financial Report 01/12/2020 - 31/05/2021	30/06/2021
Final Report 01/12/2019- 31/08/2021	30/11/2021	Final Financial Report 01/06/2021- 31/08/2021	30/11/2021

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Online platform hosting our values-driven curriculum framework and online and offline teaching and learning resources	A platform and 300 interactive English reading lessons for students for P1 to P3	---	$650,000	15 Catholic primary schools will carry on to adopt the resources and platform for classroom and self-directed learning after the project year.
e-assessment platform with reports	The platform can assist our teachers to collect students' learning and performance data to inform teaching and learning activities	---	$250,000	15 Catholic primary schools will carry on adopting the resources and platform for classroom and self-directed learning after the project year.

Appendix (1) : Sample of Vocabulary extended from a reading text and Language functions:

Vocabulary

Friendly actions	Unfriendly actions
listen to	argue with
look after	fight with
play with	laugh at
say sorry to	make fun of
talk to	shout at

Language focus

Emma and I wanted to do different things.

We choose the same thing.

We should forgive each other.

We should not argue with each other.

Vocabulary

healthy	naughty
calm	smart
neat	pretty
messy	sporty
gentle	shy

Language focus

Anaya is taller than me.

Her eyes is bigger than my eyes.

Hana is the smartest girl in the class.

Comparative adjective		
calm	calmer	calmest

smart	smarter	smartest
fat	fatter	fattest
thin	thinner	thinnest
brave	braver	bravest
gentle	gentler	gentlest
healthy	healthier	healthiest
naughty	naughtier	naughtiest
good	better	best
bad	worse	worst
shy	shyer	shyest

Appendix (2)

Project Co-coordinator - Qualifications, experience and characteristics required:

- University Graduate, with relevant project management skills
- Excellent verbal and written communication skills in Chinese and English
- Prior knowledge with e-learning in primary schools
- English classroom teaching experience is a plus.

Appendix (3)

	Participating schools 參與學校	1st Cohort 2019-2020	2nd Cohort 2020-2021
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.			✓
12.			✓
13.			✓
14.			✓
15.			✓
	Participating schools 參與學校		